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ABSTRACT

This document consists of the final report and booklet developed by a project that provided individual counseling and life-coping skills workshops to recently unemployed workers lacking basic educational skills. The final report describes how individuals recruited at Philadelphia unemployment offices attended group workshop sessions where they received information on benefits available to unemployed persons, resume writing, and job search strategies. Workshop participants completed the Test of Basic Adult Education and attended two individual counseling sessions to discuss ways of coping with the problems resulting from their unemployment. Participants evaluating the program praised its information on available benefits, job interviews, and training programs and its individual counseling sessions. Sixteen of the 34 participants who were interviewed over the telephone indicated that they had found jobs by using approaches learned in the workshops. Appended to the final report are the following: workshop schedule, flyer, evaluation form, and materials explaining available benefits. Included in the resume writing/job search booklet are the following: tips for writing resumes and cover letters, sample resumes and cover letters, job search and interviewing techniques, salary negotiation guidelines, and a 14-item bibliography. (MN)

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ED 376 334

COUNSELING AND LIFE-COPING WORKSHOPS

FOR UNEMPLOYED WORKERS

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Project Number 984034
$20,734

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COUNSELING AND LIFE-COPING WORKSHOPS

FOR UNEMPLOYED WORKERS

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ABSTRACT

Title: Counseling and Life-Coping Workshops for Unemployed Workers

Project No.: 984034 Funding: $20,734

Project Director: Irving Rosenstein Phone No: 215-204-5619

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Agency Address: Temple University Labor Education Program, 1616 Walnut Street, Room 217, Philadelphia, Pa. 19103.

Purpose: The project proposed to provide individual counseling and life-coping skills workshops for recently unemployed workers who lack basic educational skills. The project recruited people who were collecting unemployment compensation and assisted them to find jobs and encouraged them to attend ABE and GED classes in their community.

Procedures: Workshop participants were recruited at unemployment offices in Philadelphia. They attended group workshop sessions where they received information on benefits that were available to them while they were unemployed, developed a resume and discussed job search strategies. They were also given a Test of Basic Adult Education to measure their basic educational skills. In addition, they attended two individual counseling sessions where they discussed how they can cope with problems they were encountering due to their unemployment.

Summary of Findings: Participant evaluations of the program indicated that they felt that the most valuable sessions were those on benefits, preparing for an interview, training programs and individual counseling sessions. Sixteen of the thirty-four participants who were interviewed on the telephone indicated that they had found jobs and using approaches they had learned in the workshops. Three said that they were currently enrolled in education or training programs and two indicated that they will be entering programs in the fall.

Comments: The workshops provided much needed information and personal assistance but we found that it was difficult to provide specific information on training programs that are available in Philadelphia. We were able to provide participants with a resume, a strategy to look for a job and to direct them to education programs that would help them improve their basic skills or attain a GED.

Products: A booklet "Resume Writing and Job Search Techniques" was developed for the project by the Jewish Employment and Vocational Services Center for Career Services. The booklet was distributed to the participants and used in two of the group sessions.

Descriptors:

INTRODUCTION

The goal of this project was to recruit and provide counseling and life-coping assistance to recently unemployed workers who were collecting unemployment compensation. We believed that many workers who were losing their jobs due to plant closings and down-sizing were unaware of the benefits that they are entitled to while they are out of work and were having difficulty coping with problems that people encounter when they are unemployed. We proposed to offer group sessions and individual counseling sessions that would allow participants to discuss their present problems and to develop a strategy that would help them seek employment and improve their educational skills.

The project began on July 1, 1993 and ended on June 30, 1994. The staff and key personnel involved in the program were Irving Rosenstein, Program Director, Director of the Labor Education Program at Temple University; Phebe Novacovic, Project Consultant, Director of Continuing Education at Temple University; Marlene Lamanna, Project Counselor, graduate student at the Temple University Counseling Psychology Program; Rhoda Coben, Workshop Leader, Counselor with the Jewish Educational and Vocational Services; and John Dodds, Project Recruiter and Workshop Leader, Director of the Philadelphia Unemployment Project.

This report has been prepared for agencies and unions that are working with recently unemployed workers. The report will prove to be most useful to organizations that are searching for a model to use to attract the recently unemployed and to provide them with assistance they need to find a job and to enter an education or training program.

STATEMENT OF THE PROBLEM

Many recently unemployed workers have worked in the same job or industry for years and, consequently, have not had to seek employment in a economically depressed job market. Although these workers have earned relatively good wages, due to the fact that they have been represented by labor unions, many do not have the basic educational skills needed to perform successfully in well paying jobs or to attain new skills in training programs designed to prepare them for new jobs and new careers.

In addition these workers often have great difficulty dealing with the psychological trauma that they experience when they lose their jobs. For many the loss of their job produces feelings of heightened depression and anxiety. Most have lost the support system that existed at work, many have difficulty dealing with the members of their family and they all have trouble coping with the pressures they face while looking for a job.

Unemployed workers need to be helped to develop job and educational strategies and to attend ABE or GED programs which will provide them with the skills that they need to find and retain a job. They need a safe and secure setting where they can meeting in a group with their peers and individually with a vocational counselor to explore ways they can cope with unemployment and to develop strategies they can use to find a job.

GOALS AND OBJECTIVES TO EXPLORE THE PROBLEM

The specific goals and objectives of the project were to:

1. Identify and recruit recently unemployed workers in Philadelphia who do not have basic educational skills or a high school diploma.

2. Develop a model program that can be replicated which provides counseling,

educational, job and career information, a resume and a strategy for seeking a job and finding an educational program where the unemployed can improve their educational skills.

3. Collect materials from local, state, federal and private agencies that provides information on job openings and education and training opportunities.

4. Develop a peer counseling model which uses participants in the program to support one another and encourages them to work cooperatively to find jobs.

PROCEDURES USED TO EXPLORE THE PROBLEM

In the first phase of the project we assembled a group of people who are working with the unemployed either as advocates or professionals providing services to people who have recently lost their jobs. This group discussed the problem and developed the model which we used to recruit and provide assistance to recently unemployed workers. It was agreed that we would offer four workshop cycles and that each cycle would include eight sessions. Sessions were held twice a week from 9:30 to 12:00 at Temple University Center City.

Each of the four cycles had the following sessions:

I. Benefits for the Unemployed

II. Preparing a Resume

III. Individual Counseling Session

IV. Developing Job Search Strategies

V. Test of Adult Basic Education

VI. Individual Counseling Session

VII. Education and Training Programs

VIII. Sharing Job Search Experiences

In the second phase of the project the Philadelphia Unemployment Project circulate flyers announcing the program at unemployment offices in Philadelphia two weeks prior to the beginning of each cycle. Prospective participants were asked to telephone the counselor for the project to discuss the program in some detail and to determine if they were interested in attending.

For the first three cycles fliers were circulated at unemployment offices and the result were satisfactory. Although the numbers decreased for the second and third cycle, due in part to very severe winter weather, we were able to assemble a sufficient number for each cycle. For the fourth cycle, however, flyers were distributed at welfare offices and the response was smaller and the attendance was sporadic. Chart 1, on page 5, provides demographics on a cross-section of participants in the project.

In the third phase of the project we provided the eight sessions that were part of the model developed. The Director of the Philadelphia Unemployment Project was the leader of the first workshop which dealt with benefits that were available to the unemployed. Representatives from Jewish Educational and Vocational Service were workshop leaders for the sessions on Resume Writing and Job Search Strategies. JEVS developed a booklet for use in these two sessions. We felt that it was particularly important for each participant to have a completed resume and some ideas on how they would begin to look for a job. Job Search Strategies included networking, reading the want-ads in the newspaper and preparing for a job interview.

For two of the eight sessions participants had an opportunity to meet with a vocational counselor to discuss problems that they were experiencing due to their unemployment and to help them begin to get organized to look for a job or to attend an education or training program.

Chart 1 - Participants Demographics

Age	Race	Sex	Education	Last Job	Months Out of Work
38	B	F	11th grade	Clerical	4
50	B	F	GED	Sewing Machine Oper	1
46	B	M	10th grade	Asst. Plant Manger	2
35	B	M	10th grade	Maintenance	2
47	B	F	HS graduate	Retail Sales	6
38	B	F	8th grade	Dental Assistant	2
54	B	F	11th grade	Sheet Metal Worker	1
51	B	F	HS graduate	Assembly line	4
32	B	F	11th grade	Switchboard Operator	4
44	B	F	GED	Nursing Home	7
53	B	M	HS graduate	Hospital Orderly	6
26	B	F	HS graduate	Postal Worker	6
51	B	F	11th grade	Plastics	5
23	B	F	HS graduate	Data Entry	4
42	B	F	HS graduate	Respir. Therapy	5

Note: This information is a sample of fifty six participants in the project.

Note: A profile of the typical participant in the project is: A Black female, age thirty-five, unmarried, with two children, high school education, unemployed for seven months from a clerical, manufacturing or health related job.

The fourth phase of the project involved a test given by a testing expert from Temple University who administered and graded the Test of Basic Adult Education (TABE) for the participants of each cycle and helped to prepare an educational profile for each person. Chart 2, on page 7, provides a sample of the scores attained by the participants on the TABE test.

Following the testing session a session was offered on Education and Training Programs. Each participants was given the scores they had gotten in reading and mathematics on the TABE test and a general presentation was made on the actions that participants should consider if they received a particular score. For those participants who scored in a low range it was recommended that they apply for an ABE program, those who scored in the next higher range were recommended for a pre-GED program and those who scored in the highest range were recommended for a GED program. Those participants who scored above the Private Industry Council (PIC) requirement of 7th grade were sent to PIC offices to apply for state funded training programs.

In the final session of each cycle participants were asked to speak about how they were looking for a job. At this time participants were given an opportunity to share experiences and problems and to seek assistance from any of the members of the group or the group leader. Each participant received multiple copies of their resume that they could use in their job search.

At the end of each cycle the administrator spoke with the vocational and career counselor, a representative from the Jewish Educational and Vocational Service, and a representative from the Philadelphia Unemployment project to discuss any changes that should be made to improve the project.

Chart 2 - Scores on TABE Test

Reading Vocabulary*	Reading Language Expression*	Math Comp*	Total Grade Equivalent
10.4	5.1	7.2	7.5
10.4	6.1	4.9	7.2
3.3	2.7	2.8	2.9
12.9	12.9	12.9	12.9
8.4	2.7	8.6	6.6
12.9	12.9	8.7	11.5
12.9	12.9	10.9	12.2
12.5	8.7	8.5	8.9
12.9	12.5	9.7	11.7
8.2	3.8	5.0	5.6
12.9	12.9	8.8	11.5
12.9	12.9	12.9	12.9
6.1	3.4	7.9	6.8
12.9	12.9	12.9	12.9

* Vocabulary Comprehension, Language Mechanics and Language Expression
* Math scores include Computation and Concepts/applications

Note: These are scores for the participants in the first cycle.

Note: Students who had a Total Grade Equivalent of 7.0 to 11.7 and did not have a high school diploma or a GED were directed to a GED program. Those students who had a Total Grade Equivalent below 7.0 were directed to an ABE program.

OBJECTIVES WHICH WERE MET

1. Identify and recruit recently unemployed workers who lack basic educational skills or a high school diploma.

We were able to recruit fifty-six recently unemployed workers who were collecting unemployment compensation. Our initial goal had been fifteen participants in each cycle for a total of sixty participants. Circulation of flyers at unemployment offices by people who work closely with the unemployed proved to be a successful way of recruiting people for the workshops. Workers with the Philadelphia Unemployment Project selected unemployment offices in the inner city which they often visit to circulate flyers and to discuss the project with people. However, we found that only one third of the people we spoke with on the telephone who indicated a willingness to attend the workshops actually came to the sessions. In other words it was necessary to recruit approximately fifty prospective participants to get a group of fifteen. Most of the people who were recruited for the project were African-American women. This can be probably be attributed to the location of the unemployment offices where the recruiting took place and the willingness of women to request help and to deal with the problems they are facing. Although a number of the participants had high school diplomas and a few had even had attended college, many needed remediation in reading and mathematics. The low scores on the TABE test are probably due to the fact that many of the participants had received a poor elementary and secondary education and because most had not taken a test or done any academic work for a number of years.

2. Develop a model program that can be replicated which provides counseling, educational, job and career information, a resume and a strategy for seeking a job.

We were able to develop a model that included each of the components we felt were needed and were able to successfully offer each component of the model to the participants, including individual counseling sessions with a vocational counselor, information on benefits available to the unemployed, data on participants current basic educational skills, copies of their resume, and a strategy for seeking a job. The model was developed by the people who would be delivering each of the particular services in the workshops and individual counseling sessions. We believe that the model that we developed, with some changes, can be used to provide assistance to unemployed workers throughout Pennsylvania.

3. Provide individual counseling sessions to help unemployed workers cope with problems that they faced due to their being without work.

The program counselor was able to discuss problems, plans and goals with people who were experiencing high levels of stress caused by the inability to pay bills, to provide for the needs of their children, and the loss of medical benefits. The participants were able to articulate their feelings of self-doubt self-blame and self-disgust. Most were frustrated, angry and depressed. Given the fact there were only two short sessions and that in most cases this was their first contact with a professional counselor, most of the participants were encouraged and reassured during the sessions.

4. Collect materials from local, state, federal and private agencies that provides information on job openings and education and training opportunities.

We were able develop a list of ABE and GED programs that exist in Philadelphia and we recommended that a number of the participants attend classes in their own community. In most cases the participants were not aware that Temple University, the City of Philadelphia and their

own churches offered free ABE and GED classes.

OBJECTIVES WHICH WERE NOT MET

1. Identify and recruit recently unemployed workers who lack basic educational skills or a high school diploma.

We did not effectively screen out participants who had a high school diploma or had attended college. We should have denied admission to these people since the project was designed to provide services for the unemployed who had educational deficiencies or did not have a high school diploma. We did find, however, that many people had completed high school, and even some who had attended college, need educational remediation. In addition, the presence of these people in the group sessions provided positive role models for the other participants.

2. Collect materials from local, state, federal and private agencies that provides information on job openings and education and training opportunities.

We were unable to collect useful materials on present job openings and on specific job training programs. Most of the material available provides projections of job openings rather then specific jobs that are currently available. We also had great difficulties providing participants with information on training programs. We contacted the Private Industry Council and were told that such a list did not exist. Even if a list did exist, we would have been very hesitant to use it to recommend that participants attend a particular training program. Many of these programs have very poor reputations since they did not provide the training or the job placement that they agree to do in order to attract the unemployed.

This was the one area which we felt was most lacking in the project. Participants constantly requested specific information on job openings and training programs which could

prepare them for jobs which were currently available. We were unable and unwilling to recommend training programs in, for example, health care or computer training because we had no way to evaluate these programs and we were not convinced that completion of the program would lead to a job.

3. Develop a peer counseling model which uses participants in the program to support one another and encourages them to work cooperatively to find jobs.

We did not develop a peer counseling model. After discussion and deliberations we decided that the participants would not profit from peer counseling. We felt that the participants would be better served if they spent more time with a vocational counselor rather than in a peer counseling situation. However, we found that the participants did share their experiences in the workshop sessions and were able to provide valuable insights regarding their approach to problems they faced because they were unemployed.

EVALUATION TECHNIQUES AND RESULTS

We employed three evaluation techniques for the project. First, at the closing session of each cycle we asked participants to evaluate each of the workshop sessions. Second, we asked an open-ended question on the evaluation form, "How would you improve the workshops for the next group of people who will be taking them?" Third, we did telephone interviews of the participants who had attended the four cycles.

The participants who evaluated the program at the conclusion of the workshops indicated that they felt that the sessions on Benefits for the Unemployed, Preparing for an Interview, Training Programs and Writing a Resume were the most valuable. Nearly all of the participants indicated that preparing a resume and preparing for a job interview were of significant value.

On the open-ended question participants suggested that the sessions be lengthened, that a more comprehensive list of good schools and training programs be prepared, that more time be spent in small groups to share actual job search experiences and actual job leads. In general, the participants found networking with others in a similar situation to be of the most value. For example, participants stated they profited from, "Meeting interesting people," "Networking with others," and "Interacting with others to reach my goal."

We interviewed on the telephone thirty-four of the fifty-six participants in the program. We got the following responses to telephone calls that were made over a one week period.

Interviewed	Not In/No Answer	Phone Disconnected	Moved
34	16	3	3

We asked the following questions during the telephone interviews.

1. Have you found a job?
2. Where are you working?
3. Did you use the resume developed at the workshop and other strategies to look for a job? Which approaches did you use?
4. Are you attending an education or training program?
5. Did you think that the workshops were successful? How did the workshops help you?

Sixteen of the participants who were interviewed stated that they had found a job. They were working for a bank, a consulting firm, an alarm company, a day care center, a local university, a temp agency, a security guard company, a hospital, the post office, a vitamin company and Amtrak. Each of these people indicated that they had used the resume and approaches learned in the workshops to get a job.

Four of the participants stated that they were attending education or training programs as a direct result of their attending the workshops. Two are working on the GED diplomas, one is attending a training program offered by the Southeast Pennsylvania Transportation Authority and one is taking a course for Philadelphia School District bus drivers.

The following comments were provided by participants during the interviews.

"The workshops helped me to learn the proper way to find a job."

"I especially enjoyed the workshops on developing a resume and interviewing techniques."

"I got a lot of information I wasn't aware of like where to go when my unemployment is exhausted."

"Helped me learn how to develop and send out my resume."

"I learned how to conduct myself during an interview."

"I wish the program was longer and included job training."

"The workshops helped me to build my self-esteem."

"The program helped my to gain confidence so that I could do well on a job interview."

"The workshops gave me the confidence I needed to find employment."

It was clear from the statements by the participants that they had profited from the workshops and felt that they had been beneficial.

PROCEDURE FOR DISSEMINATION

We will disseminate this report and the Resume Writing and Job Search Techniques Manual to the Pennsylvania AFL-CIO, the Philadelphia AFL-CIO Council and to selected local AFL-CIO Councils throughout the state. We will work with the Director of the Pennsylvania

AFL-CIO Community Services Program to determine which local AFL-CIO Councils are most likely to use the manual and we will contact these people and send them the materials.

We will also distribute this report and the manual to selected community organizations in the state who are working with the unemployed. We will develop a list of contact people with the cooperation of the Philadelphia Unemployment Project.

We will also send copies of this report and the manual to other labor education programs in Pennsylvania including Penn State, Indiana University of Pennsylvania, and the Allegheny Community College.

We will give copies of the report to the organizations that assisted in the development of the program including the Philadelphia Unemployment Project, the Jewish Employment and Vocational Service Center for Career Services and the Temple University Department of Psychology.

CONCLUSIONS

There is clearly a population of recently unemployed workers who are collecting unemployment compensation who need assistance to cope with problems they are facing due to the recent loss of their job and assistance to develop a strategy to select a training or education program and to look for a job. We believe the model that we have developed and tested in this Special Demonstration Project is viable and can be used by agencies and unions that are working with the unemployed.

Unemployed workers who were contacted at unemployment offices showed an interest in a program that could help them find a job and deal with problems they are facing. However, many of those who are initially interested do not have the motivation to actually attend sessions.

This may have to do with their unwillingness to accept their circumstances and their inability to act at that time. It may be that additional outreach is needed that includes a personal contact with these people or a more prolong telephone interview that would provide additional information on the workshops and would allay any fears they may have about attending such a program.

It was clear that the sessions on benefits available to the unemployed was very valuable. Many of the participants were totally unaware that they could receive mortgage assistance, energy assistance, help to pay their utility bills, food stamps, public assistance, and free or low cost health care. Many of the participants who had attempted to utilize these programs found that they faced insurmountable difficulties. They were often given the wrong information, denied access to the system or treated with arrogance and a lack of understanding. It was very valuable to have the presentation at these sessions made by representatives from the Philadelphia Unemployment Project because PUP has direct experience organizing and securing services and benefits for the unemployed.

We found that the individual counseling sessions were valuable but that the time allotted for these meetings was not sufficient. The acute stress caused by an extended period of unemployment has caused in some cases depression, poor self-image, diminished self-efficacy and a variety of adjustment disorders. In addition, since most of the participants were women, the psychological stress which accrues to that gender due to social role expectations, e.g., wife, homemaker, bread-winner, single parent, were markedly prevalent.

Although there was not sufficient time for the individual counseling sessions, many participants welcomed the opportunity to discuss their problems with a professional counselor.

We assured the participants that everything discussed in the counseling session would be entirely confidential and most seemed willing to surface and deal with immediate problems that they were encountering personally or with members of their family because they were unemployed. However, it did seem that women were more willing to discuss their problems then were the men in the project. This may be attributable to the fact that men are usually less willing to admit that they are having difficulties or to discuss them or it may have something to do with the fact that the counselor was a woman and that men when be unwilling to discuss their problems with a women.

We also concluded that the vocational counselor should not deal in any way with the educational component of the program. Since the counselor must attempt to gain the confidence and trust of the participants in the individual counseling sessions, we concluded that it is inappropriate for the counselor providing information on test results since test scores can often be threatening.

The sessions on Resume Writing and Job Search Strategies were sorely needed. Most of the participants did not have a resume and did not have the skills to develop one. They eagerly participated in the writing of their own resume, were thankful that we could type and reproduce their resume, and were pleased to receive multiple copies of their resume to be use in their job search. We have received a number of requests over the past few months for additional copies of resumes that could be used by participants. The participants also found the role-play of a job interview to valuable. The experience gave them an opportunity to see how their peers present themselves when being interviewed and permitted them to model some of the behavior that they felt was the most acceptable.

The testing program proved to be valuable for the participants. Many of the participants had not taken an academic test for many years and were unaware of their ability to function in basic skills. We found that their was little relationship between the grade that participants had completed in school and their scores on the TABE test. Some of the participants who had graduated from high school or received a GED diploma did not presently possess skills in reading and mathematics to score on the 12th grade level.

A number of the participants who were contacted for telephone interviews have found work and indicated that they had used materials and techniques discussed in the group and individual counseling sessions in their job search. Most are very pleased when they get a job but they have difficulty accepting their new circumstances because they often get jobs which pay less and have fewer benefits. They enter work situations where they are surrounded by strangers and where they get no recognition and have no seniority. And they are all terrified that they will lose their job once again and have to live with anxieties, apprehensions and self-doubts that they felt while they were unemployment.

RECOMMENDATIONS

There are a number of specific recommendations that should be considered that will improve any attempts to replicate this project. They fall into the following categories.

1. A Team to Develop and Deliver the Project

Recruitment of a team to develop a project of this type is of key importance. Every attempt should be made to organize a group of people who have experience working with the unemployed and have the expertise to provide the workshops and individual counseling sessions. The group should work cooperatively to develop and deliver a form of the model used in this

project.

2. Outreach Efforts

Although the outreach effort was reasonably successful we believe that the initial telephone interview should be in greater depth. It would be valuable if additional information could be collected on the prospective participant. This information can be used determine if the interested person is an appropriate candidate for the project. Information on educational skills and abilities and on the types of jobs that the person has held in the past would be valuable.

The outreach effort might also include a homogeneous group of workers who have been separated from the same business establishment or government installation. Groups of this type could be targeted by using the list published by the Pennsylvania Department of Labor and Industry Dislocated Workers Unit.

The telephone interviews should be handled by the vocational counselor so that he/she makes the initial contact and continues to work with the participants throughout the entire project.

It should be made absolutely clear that a project of this type does not do job placement. Although we emphasized this throughout the outreach and intake components of the project, some participants were disappointed when they finally realized that we would not be sending them for job interviews.

3. Benefits Available to the Unemployed

Individual counseling sessions should be offered following the group workshop on benefits available to the unemployed. Many of the participants had problems dealing with the bureaucracy that they encountered when they tried to get assistance to extend their unemployment

compensation, or to get food stamps, health care, mortgage assistance, etc. A counselor from an organization like the Philadelphia Unemployment Project should be available to assist participants to deal with these problems.

4. Resume Writing and Job Search Workshops

Participants in this type of project should leave with multiple copies of a resume that looks as if it has been prepared professionally. Participants get a great deal of satisfaction discussing and compiling their job and work related accomplishments and they feel very fulfilled when they receive computer generated, laser printed copies of their resume.

5. Individual Counseling Session

More time is needed for the individual counseling sessions. Each participant should have an opportunity to meet with a counselor for two sessions, and some should meet three or four times, depending on their needs and the availability of the vocational counselor. Counseling sessions should be dedicated to an exploration of the psychosocial stresses that are related to unemployment.

The vocational counselor should participate in each of the group workshops so that he or she can gain additional knowledge and understanding of each of the participants. Insights can be gained when listening to the participants discuss the material that should appear on their resume, while participants are doing their mock job interview, and observing the way they participate in workshops discussions.

6. Educational Testing

The testing component of the project should be separated from the vocational counseling component. The Test of Basic Adult Education (TABE) should be administered by an educator

and the results of the test should be discussed with each participant by the person who administers the test and not by the vocational counselor. It is important that the participants understand what their educational skills are and how they can improve them in order to be able to secure work.

7. Education and Training Programs

Any agency or union that launches a project of this type should be sure that they can collect and disseminate information on education and training programs available to people in their community. It is of vital importance that participants receive current information on programs that train and place people in jobs that presently exist.

8. Stipend for Participants

A small stipend should be provided to cover the cost of expenses for the participants. The stipend would probably improve attendance and reduce attrition. A number of the participants indicated that they had missed workshops because they did not feel that they could afford to spend $3.00 for carfare. A stipend of $5.00 for each workshop, plus a bonus of $10.00 for participants who attended all eight workshop, a total of $50.00, should be paid at the completion of the final workshop.

APPENDIX

Workshop Schedule

Workshop Flyer

Workshop Evaluation Form

Materials Used in Session on Benefits for the Unemployed

Resume Writing and Job Search Techniques Booklet

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Labor Education Program

TEMPLE UNIVERSITY
WORKSHOPS FOR THE UNEMPLOYED

SCHEDULE

Week 1

Session 1 - Monday, May 7 - Benefits for the Unemployed
Individual Counseling Sessions

Session 2 - Thursday, May 12 - Preparing a Resume

Week 2

Session 3 - Monday, May 16 - Individual Counseling Sessions

Session 4 - Thursday, May 19 - Developing Job Search Strategies

Week 3

Session 5 - Monday, May 23 - Test of Adult Basic Education

Session 6 - Thursday, May 26 - Individual Counseling Sessions

Week 4

Session 7 - Tuesday, May 31 - Education and Training Programs
Individual Counseling Sessions

Session 8 - Thursday, June 2 - Sharing Job Search Experiences and
Discussing Plans for the Future

All workshops and counseling sessions will be held at 1616 Walnut Street in Room 306. Workshops will run from 9:30 am to 12:00 noon. Individual counseling session will be approximately 50 minutes.

To reach Irv Rosenstein all 204-5619.
To reach Marlene Lamanna call 204-3735 and leave a message.

WORKSHOPS FOR THE UNEMPLOYED

Temple University is offering **free** workshops to help you find a job, understand your benefits while you are unemployed and improve your educational skills if you do not have a high school diploma.

Workshops and counseling sessions will help you:

---

* Get the benefits you are entitled to while you are unemployed.
* Write a resume and plan for job interviews.
* Develop job leads and begin looking for a job.
* Decide if you should return to school to improve your educational skills.

GET SOME HELP FINDING A JOB!

Workshops will be offered Mondays and Thursdays from 9:30 a.m. to 12:00 noon for four weeks at Temple University Center City at 1616 Walnut Street in Room 306.

The first workshop will be held on Monday, May 7 at 9:30 a.m.

To enroll in the program call Marlene Lamanna at 204-3735.

WORKSHOP EVALUATION FORM

Place a 1 next to the most beneficial workshop, a 2 next to the next most beneficial workshop, etc.

Benefits for the Unemployed _____

Preparing for a Job Interview ____

Education and Training Programs ____

Writing a Resume _____

Educational Testing ____

Individual Counseling ____

What was the most valuable aspect of these workshops for you?

_____

_____

_____

_____

_____

_____

What would you suggest we do to improve these workshops for the next group of people who will be taking them?

_____

_____

_____

_____

_____

MATERIALS USED IN WORKSHOP ON

BENEFITS FOR THE UNEMPLOYED

JUST BECAUSE YOU LOSE YOUR JOB DOESN'T MEAN YOU HAVE TO LOSE YOUR HOME.

WE HAVE PROGRAMS THAT MAY BE ABLE TO HELP YOU!

CALL OUR MORTGAGE ASSISTANCE HOTLINE FOR HELP.

592-0935

PHILADELPHIA UNEMPLOYMENT PROJECT
116 SOUTH 7th STREET, SUITE 610
PHILADELPHIA, PA 19106

Prepared by the Unemployment Information Center, 116 S. 7th Street, Philadelphia, PA 19106. This activity is made possible in part with funds from the City of Philadelphia, Office of Housing and Community Development.

4/93

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MORTGAGE FORECLOSURE ASSISTANCE

If you have fallen behind in making your monthly mortgage payments, you may be eligible for assistance from one of the programs listed below. For more information and how to apply, call the UNEMPLOYMENT INFORMATION CENTER HOTLINE - 592-0935.

ACT 91, HOMEOWNERS EMERGENCY MORTGAGE ASSISTANCE PROGRAM

Assistance for Homeowners with Conventional or VA Insured Mortgages.
ACT 91 can provide up to 3 years of a low interest loan to cover your mortgage if:

1. YOU ARE AT LEAST 2 MONTHS BEHIND AND THE BANK SENT YOU THE ACT 91 NOTICE.
2. THE REASON YOU FELL BEHIND IS NO FAULT OF YOUR OWN... BEYOND YOUR CONTROL.
3. YOU HAVE A REASONABLE PROSPECT OF BEING ABLE TO RESUME FULL MORTGAGE PAYMENTS IN 3 YEARS OR LESS.
4. YOU ARE A RESIDENT OF PENNSYLVANIA.

Before your mortgage company can foreclose on your home, it must send you an Act 91 notice. You then have 30 days to apply for mortgage assistance to one of the housing counseling agencies included with the notice.

HUD ASSIGNMENT PROGRAM

Assistance for Homeowners with FHA insured Mortgages.
The HUD Assignment Program can provide up to 3 years of financial assistance based on your income if:

1. YOU ARE AT LEAST 3 MONTHS BEHIND ON YOUR MORTGAGE.
2. THE REASON YOU FELL BEHIND IS NO FAULT OF YOUR OWN.
3. YOU HAVE A REASONABLE PROSPECT OF BEING ABLE TO RESUME FULL MORTGAGE PAYMENTS IN 3 YEARS OR LESS.

Before your mortgage company can foreclose, it must send you notice of your right to apply for an HUD assisgnment. You have 7 days to return the application to the mortgage company. If they reject the application you then have 15 days to contact HUD for reconsideration of your request.

FOR MORE INFORMATION CALL UNEMPLOYMENT INFORMATION CENTER HOTLINE: 592-0935

Prepared by the Unemployment Information Center, 116 South 7th Street, Philadelphia, PA 19106. This activity is made possible in part with funds from the City of Philadelphia, Office of Housing and Community Development.

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MORTGAGE ASSISTANCE

If you are having trouble paying your mortgage you may be eligible for government assistance. In order to be eligible you must be at least 90 days behind in your mortgage and be able to show:

1. that your are behind due to circumstances beyond your control, and
2. that you have a reasonable prospect of resuming full mortgage payments within 36 months.

If you have an FHA Mortgage you will receive notice from the mortgage company before they foreclose by certified mail, informing you of your right to apply for a "HUD Assignment." You must send the HUD Application back to the mortgage company within 10 days of the letter's postmark. If the mortgage company turns you down (very common), you should then call HUD to continue your application.

If your mortgage is a VA or CONVENTIONAL one, prior to any foreclosure, you will get a notice from the mortgage company of your right to apply for the Homeowners Emergency Mortgage Assistance Program (HEMAP), Act 91. You should contact one of the counseling agencies listed in the notice to apply for Act 91.

ENERGY ASSISTANCE

You may be entitled to aid in paying your utility bills if you have a low income. During the winter months (September - April) there are two programs that may help you pay for your heating costs. They are the Low Income Heating Energy Assistance Program (LIHEAP) and CRISIS. The income requirements and amounts of grants change from year to year. The following table is for the heating season of 1992-93.

Household size:	1	2	3	4	5	6	7	8
Max. Gross Income/Year	$10,215	13,785	17,355	20,925	24,495	28,065	31,635	35,205

*Plus $3,570 for each additional person.

FOR MORE INFORMATION CALL: 592-0935

Unemployment Information Center, Affiliated with Philadelphia Unemployment Project, 116 South 7th Street, Suite 610, Philadelphia, PA 19106.

This activity made possible in part by a grant from the City of Philadelphia, Office of Housing and Community Development.
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PROGRAMS TO HELP YOU WITH YOUR UTILITY BILLS

PECO

P.E. Cares - P.E. Cares is a program that offers attention to the special needs of Senior Citizens and people that receive disability and survivor benefits. You must be over 62 years old. There are no income eligibility requirements.

Customer Assistance Program (CAP) - A pilot program to aid electric customers who have a verified inability to pay. If a customer is accepted, the budget amount will be set up according to their inability. Household expenses must exceed total household income.

PGW

5 & 2 Manageable Arrearage Payment Plan (M.A.P.P.) - Customers who are delinquent or have high bills can apply for a 5 & 2 agreement. PGW will not shut off your gas or will reconnect your gas after you make an agreement to pay 5% of your arrearage down and 2% of the arrearage each month. To apply, go to the PGW Office with proof of income. Income eligibility is the same as Energy Assistance.

WATER

Water Revenue Assistance Program (W.R.A.P.) - WRAP providea a grant through the city and state to help you with your water bill. The amount of assistance depends on the amount of the bill. A maximum grant of $200 is available, but you must have a shut-off notice. For income eligibility, refer to figures for LIHEAP and CRISIS.

ENERGY ASSISTANCE

LIHEAP - a state funded program to help low income people pay for primary heating fuel, once each heating season. The amount of the grant depends on the family's income. (proof of income is required)

CRISIS - If LIHEAP funds are not enough, a "CRISIS" grant may be applied for. CRISIS grants can be used to pay bills for any heating or 'heat related expenses', water or electric. You may apply more than once a season but you may not receive more that $300. Bills must be past due or applicant must have a shut-off notice.

UESF is a private fund to help people after all other sources have been used. This fund for gas, electric,and water gives maximum grants of $500. It is your responsibility to pay any amount over $500 to bring your account down to $0. You can apply once every 2 years.

Income Guidelines for LIHEAP, CRISIS, UESF, WRAP and 5 & 2:

Family Size:	1	2	3	4	5	6
Gross Income/yr.	10,215	13,785	17,355	20,925	24,495	28,065

*Plus $3,570 for each additional person

For more information call the Hotline at 592-0935.

Distributed by the Unemployment Information Center, 116 S. 7th St. #610.This information is made possible in part by a grant from the City of Philadelphia, Office of Housing and Community Development.

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A REASONABLE PAYMENT PLAN FOR DELINQUENT GAS BILLS

``5/ & 2'' Manageable Arrearage Payment Plan (MAPP)

LOW INCOME PHILADELPHIA GAS WORKS (PGW) CUSTOMERS WHO HAVE DELINQUENT OR HIGH BILLS CAN APPLY FOR A 5/2 AGREEMENT. PGW WILL NOT SHUT OFF YOUR GAS OR WILL RECONNECT YOUR GAS AFTER YOU MAKE A 5/2 AGREEMENT.

The agreement works like this: the customer must pay only 5% of the back bill to get an agreement. After that he/she is put on a budget. Under the 5/2 agreement the customer must pay the current bill (which is a set budget amount) PLUS 2% on the back bill each month.

The 5/2 agreement has an arrearage forgiveness program so that if the customer keeps up the agreement for two years, half of the back bill is cancelled.

FOR EXAMPLE:

If the customers bill is .....$,1000

To sign up for the 5/2, the customer must pay 5% of the owed bill.....$50

The customer would pay 2% of the balance each month.....$19

PLUS a monthly budget amount.....this depends on useage.

After 24 months, if the customer keeps the agreement of $19 a month, he/she will have paid $506. THEN, the remainder of the bill, ($496) is written off by PGW.

The Federal Low Income Home Energy Assistance Program (LIHEAP) and CRISIS energy assistance funds should be used to reduce the monthly budget plan, not against the back bill. This will help make the monthly budget payments more reasonable. The customer applies for them at the Department of Public Assistance offices.

TO SIGN UP FOR 5/2 YOU MUST .....

Meet the following income guidelines:

FAMILY SIZE:	1	2	3	4	5
GROSS INCOME/YEAR	10,215	13,785	17,355	20,925	24,495

Plus $3,570 per additional person.

Apply at any PGW Office and bring proof of income, medical card, Social Security Award letter, pay stubs, or unemployment award letter.

FOR MORE INFO CALL: 592-0935

UNEMPLOYMENT INFORMATION CENTER

116 S. 7th Street, Suite 610, Philadelphia, PA 19106

This activity is made possible in part by a grant from the City of Philadelphia, Office of Housing and Community Development.

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BENEFITS FOR LAID OFF WORKERS

UNEMPLOYMENT COMPENSATION

You should go to your nearest Unemployment Office to apply for Unemployment Compensation the week following your last day of work. You will be asked for the reason you were separated from your job. You will be eligible if you worked a sufficient number of weeks and were not terminated for "wilfull misconduct" or did not quit without good cause. Your first week is known as a "waiting week" and you will receive no benefits for that week.

FOOD STAMPS

You may be eligible for food stamps if your income is less than the following:

Household size:	1	2	3	4	5	6	
Max. Gross Income/month	$756	1,022	1,289	1,555	1,822	2,088	$267 per each additional person
Max. Benefits/month	$111	203	292	370	440	528	$83 per each additional person

Maximum resources allowed are: $2,000 for most households, and $3,000 for most households with at least 2 members if one is 60 years old or older.

The amount of food stamps you receive depends on your family size and income.

You apply for food stamps at the Welfare Office. For the address see the Government Offices - State Public Assistance in the Blue Pages of your Phone Book.

PUBLIC ASSISTANCE

If you are ineligible for Unemployment Compensation or receive a small Unemployment Compensation check you may be eligible for full Public Assistance or a supplement to your Unemployment Compensation.

Household Size:	1	2	3	4	5	6	
Gross Income/month	$551	853	1,086	1,337	1,589	1,806	$224 for each additional person
Basic Grant	$205	316	403	497	589	670	$83 for each additional person

Maximum resources: A family can have no more than $1,000 in resources, and $250 for individuals. Only the following things do not count as resources: a home (although the recipient must sign a lien against the home equal to the amount of assistance received), a car worth no more than $1,500 in equity value (excess counts toward maximum allowable), retroactive payments, and basic items - "essentials to day-to-day living".

You should apply for Public Assistance at the Welfare Office. For the address see the Government Offices - State Public Assistance in the Blue Pages of your phone book.

BENEFITS FOR LOW WAGE AND UNEMPLOYED WORKERS

You and your family may be entitled to government benefits even if you are working. PUP can help you.

FOOD STAMPS

Family Size:	1	2	3	4	5	6
Max. Monthly Gross Income:	$756	1,022	1,289	1,555	1,822	2,088

Plus $267 for each additional person. Figures as of 10/15/93

Maximum savings and resources: $2,000 / most households, $3,000 / households with 1 member age 60 or older.

MORTGAGE ASSISTANCE

If your income has been reduced through no fault of your own and you are facing foreclosure, you can get state or federal assistance to pay your mortgage for up to 3 years.

HEALTH CARE

You should be entitled to state medical assistance if you or your family need to be hospitalized. Also, the City has low cost Family Medical Centers to provide doctor care and prescriptions for all residents.

PUBLIC ASSISTANCE

Public Assistance can provide extra money if you have low income and a large family or if your unemployment benefits run out. It also provides total medical insurance.

Family Size:	1	2	3	4	5	6
Grant Amount Per Month:	$205	316	403	497	589	670

Plus $83 for each additional person.

Maximum savings and resources: $250/individual, $1,000/family

ENERGY ASSISTANCE

You may be able to get several hundred dollars to help pay your utility bills.

Family Size:	1	2	3	4	5	6
income Level Per Year:	$10,215	13,785	17,355	20,925	24,495	28,065

Plus $3,570 for each additional person. No lien is placed on your home or propoerty for energy assis - tance.

UNEMPLOYMENT COMPENSATION

If you are fired from your job or have to quit for good cause, you may be able to collect unemployment compensation. Apply and call PUP for help.

CALL THE UNEMPLOYMENT INFORMATION HOTLINE FOR MORE INFORMATION - 592-0935

I want to become a member of the Philadelphia Unemployment Project (PUP). It's good to know there's an organization that is willing to look out for me and my family. Enclosed is $3.00. Send my button and membership card today!

NAME_____ ADDRESS_____ PHONE_____

Return to PUP, 116 S. 7th Street, #610 Phila PA 19106 592-0933 LABOR DONATED

DO YOU NEED MEDICAL CARE?...

...IT'S YOUR RIGHT!

PHILADELPHIA DISTRICT HEALTH CENTERS

Residents of Philadelphia are entitled to FREE or LOW-COST Medical Care and FREE Prescription drugs through any one of the City's nine District Health Centers. The Health Centers are located in neighborhoods throughout the city.

The Locations of the District Health Centers are:

Phone	Name	Address
546-0955	Health Center #1 (STD clinic only)	1400 Lombard Street
685-1803	Health Center #2	1720 S. Broad Street
823-7500	Health Center #3	555 S. 43rd Street
823-7600	Health Center #4	4400 Haverford Avenue
978-2930	Health Center #5	1900 N. 20th Street
978-2800	Health Center #6	301 W. Girard Avenue
685-2250	Health Center #9	131 E. Chelten Avenue
685-0600	Health Center #10	2230 Cottman Avenue
978-2400	Strawberry Mansion Health Center	2840 W. Dauphin Street

Call the Health Center near you for an appointment today!

* If you can't get an appointment within 2 weeks, call the Philadelphia Unemployment Project at 592-0933.

* If you have a problem at the District Health Center, call PUP at 592-0933.

Presented by the Philadelphia Unemployment Project Health Committee / 116 S. 7th. St. Suite 610, Phila PA 19106 l/d

Free Health Insurance for Children!

Your children may be able to get FREE or low-cost health insurance. Check the chart to see if you qualify. If you qualify , call 1-800-CHIP or 1-800-464-KIDS.

CALL NOW. It's FIRST COME , FIRST SERVED until the money runs out.

Children Under Age 6

Family Size	FREE Insurance If You Make LESS THAN	Low-Cost Insurance If You Make LESS THAN
1	$12,895	$16,379
2	$17,466	$22,160
3	$21,997	$27,941
4	$26,548	$33,722
5	$31,099	$39,503
6	$35,650	$45,284
7	$40,201	$51,846
8	$44,752	$56,846

Children Under Age 12

FREE Insurance If You Make LESS THAN

Family Size	Amount	Family Size	Amount
1	$6,970	5	$16,810
2	$9,430	6	$19,270
3	$11,890	7	$21,730
4	$14,350	8	$24,190

Remember, call 1-800-CHIP or I-800-464-KIDS NOW!

Presented by the Philadelphia Unemployment Project Health Committee/116 S.7th St.Room 610, Philadelphia PA19106 l/d

FREE AND LOW COST HEALTH CARE

Many people, both employed and unemployed, cannot afford health care. The Philadelphia Unemployment Project (PUP) is working to guarantee decent care for all our citizens.

STATE MEDICAL ASSISTANCE

BLUE CARD

Covers doctor bills, hospitalization, dental care and prescriptions.

If you are eligible for welfare, you are eligible for a BLUE CARD, even if you choose not to get the cash grant. BLUE CARD covers past medical bills up to 90 days old. You may get a BLUE CARD if you meet the following requirements.

Family Size: Gross	1	2	3	4	5	6	7	8
Maximum Income/Month	$215	316	403	497	589	670	763	846

Plus $83 for each additional person

You can also deduct $90 plus transportation and child care expenses from employment in figuring your eligibility. Additional expenses including medical bills up to 90 days old can be subtracted from your income. Maximum savings and resources of $250 for one person, $1,000 for two.

HEALTHY BEGINNINGS AND HEALTHY HORIZONS

HEALTHY BEGINNINGS - Special eligiblity for a Blue Medical Card for pregnant women and children up to age 6.

Family Size :	1	2	3	4	5	6	for each addition
Maximum Income/Month*	$772	1,045	1,317	1,590	1,863	1,2,135	($272)

The unborn child(ren) of a pregnant woman count as an extra child(ren) in Healthy Beginnings.

HEALTHY HORIZONS - Special eligiblity for Blue Medical Card for seniors 65 and over and the disabled.

Family Size:	1	2	3	4	5	6	for each addition
Maximum Income/Month*	$580	785	990	1,195	1,400	1,605	($205)

* For earned income this is a net figure: for other it is a gross figure.

GREEN CARD

Covers doctor bills and hospitalization only. Can cover past medical bills up to 90 days old.

IF YOU ARE NOT ELIGIBLE FOR WELFARE, YOU MAY STILL BE ELIGIBLE FOR A GREEN CARD.

Family Size:	1	2	3	4	5	6
Maximum Income/6 Months	$2,550	2,650	2,800	3,400	4,050	4,550

Plus $550 for each additional person.

NOTE: Maximum savings and resources for one person $2,400, for a couple $3,200 and $300 for each additional person.

NOTE: If you are living on Unemployment Compensation alone, your income is considered the amount left in your claim by the amount of your check. If it is less than the amount given above, then you are eligible for a GREEN CARD. Anyone near the end of his/her claim is almost surely eligible for a GREEN CARD.

HEALTH CARE

A. HEALTH CENTERS - The City of Philadelphia has 9 Family Medical Centers which are free to all City residents. There are also several federally funded health centers in Philadelphia which operate on a sliding scale fee based on family size and income.

B. HOSPITALS - Many Philadelphia hospitals must provide certain amounts of free care to people without insurance under the Hill-Burton Act.

Household size:	1	2	3	4	5	6
Max. Income/Year	$6,970	9,430	11,890	14,350	16,810	19,270

*Plus $2,460 for each additional person.
Most hospitals will provide free care at up to DOUBLE the above amount.

C. MEDICAL ASSISTANCE

BLUE CARD - Families, who are eligible for welfare or are just over, are eligible for a Blue Medical Card, which provides complete health insurance, including dental care and prescriptions.

Household size:	1	2	3	4	5	6
Monthly Income	$205	316	403	497	589	670
Pregnant Women Children under 6	$772	1,045	1,317	1,590	1,863	2,135
Over 65 or Disabled	$580	785	990	1,195	1,400	1,605

Additional expenses including medical bills can be subtracted from your income, if it is higher than allowed.

GREEN CARD - Families with slightly higher incomes can qualify for the Green Medical Card, which does not cover dental and prescriptions.

Household size:	1	2	3	4	5	6
Income/6 months*	$2,550	2,650	2,800	3,400	4,050	4,550**

* If you are working, this is net figure; if unearned income, this is gross figure.
** Plus $550 for each additional person over 6.

If your source of income is Unemployment Compensation, then your income per 6 months is considered the amount of Unemployment Compensation checks remaining when you apply for a Green Card. Thus, as your checks run down, you will become eligible for a Green Card, even if you are not initially eligible.

Apply for Medical Assistance at the Welfare Office.
For help with health centers, hospital access or Medical Assistance, call PUP at 592-0933.

"SPEND-DOWN"

You become eligible for Medical Assistance as soon as you accumulate enough medical bills to reduce your income to the eligibility standard. Example. A family of 4 with a $4,500 6-month income will be eligible for a Green Medical Card once they get $1,100 in medical bills (because their $4,500 income is $1,100 over the $3,400 6-month allowable).

If you have more bills than the amount needed to make you eligible, Medical Assistance pays the rest. The spend down amount is similar to the deductible portion of many private insurance policies.

HILL-BURTON FREE SERVICES

Covers: hospitalization costs, some doctor bills.

Twenty-seven hospitals in and around Philadelphia are obligated, through the Hill-Burton Act, to provide free and reduced-cost care to low and middle income people of the community. To apply you should go to the hospital business office. They must tell you if you are eligible within two business days.

Family Size: Gross	1	2	3	4	5	6
Maximum Income/Year	$6,970	9,430	11,890	14,350	16,810	19,270

NOTE: You may be eligible for reduced cost hospitalization even if you are not eligible for free care. Most hospitals will provide free care at levels up to double the above rates.

HOSPITAL PLEDGE OF RESPONSIBILITY

Several Philadelphia hospitals have agreed to the Hospital Pledge of Responsibility, and PUP will make sure that uninsured persons get admitted to hospitals under its provisions.

If you have no insurance and need to be hospitalized, the hospital should admit you and apply for state medical assistance to cover your stay. Once you are admitted to the hospital, the bills you received should reduce your income under medical assistance eligibility standards. You should work out this plan with the hospital business office.

This is called SPEND DOWN. All costs after you reach the medical assistance level will be covered by the Commonwealth of Pennsylvania. You should then work out a reasonable payment plan for whatever is not covered by medical assistance.

Under the Pledge, uninsured persons receive needed hospital care and the hospital receives payment for the care.

CITY HEALTH CENTERS

COVERS: Physical examinations, lab tests, immunizations, dental care for children, doctor care and family planning services. They also will fill most prescriptions given to you by their doctors.

Eight District Health Centers in Philadelphia provide free or low cost services to any resident of the City. Bring proof of income and you will receive a bill by mail from the City. Once you have registered and had a physical examination, you can go to your center when you are sick. To register, call the center that is most convenient for you.

DISTRICT HEALTH CENTER #1	875-6570	1400 Lombard Street
DISTRICT HEALTH CENTER #2	685-1800	1720 South Broad Street
DISTRICT HEALTH CENTER #3	823-7500	555 South 43rd Street
DISTRICT HEALTH CENTER #4	823-7600	4400 Haverford Avenue
DISTRICT HEALTH CENTER #5	978-2930	1900 North 20th Street
DISTRICT HEALTH CENTER #6	978-2803	415 West Girard Avenue
DISTRICT HEALTH CENTER #9	685-2250	131 East Chelten Avenue
DISTRICT HEALTH CENTER #10	685-0600	2230 Cottman Avenue
STRAWBERRY MANSION HEALTH CENTER	978-2400	2840 West Dauphin Street

Each Health Center is afflicted with a back up hospital which will provide emergency care when the center is closed.

FEDERAL HEALTH CENTERS

COVERS: Services of physicians, laboratory, radiologic services, well child and family planning services, emergency medical services, preventive dental care and pharmaceutical services. Some centers will provide transportation for patients who need it.

Federal Health Centers serve patients of all income levels. Those without insurance are charged reasonable fees. For limited incomes, there is a sliding fee scale adjusted to your income. No one is turned away because of inability to pay.

COVENANT HOUSE HEALTH SERVICES	844-1020	251 East Bringhurst Street
2501 HEALTH CARE CORPORATION	227-0300	2501 West Lehigh Avenue
2501 PRIMARY DENTAL CARE	763-4445	2813 West Diamond Street
2501 GERIATRIC HEALTH SPA	236-5455	27th and Sedgley Avenue
FRANKFORD AVENUE HEALTH CENTER	744-1302	4510 Frankford Avenue
WILSON PARK MEDICAL CENTER	755-7700	2520 Snyder Avenue
BROAD STREET HEALTH CENTER	235-7944	1616 North Broad Street
HADDINGTON HEALTH CENTER	471-2761	5619 Vine Street
MARIA DE LOS SANTOS HEALTH CENTER	634-1010	3169 North 5th Street
SPRING GARDEN HEALTH CENTER	235-9600	1414 Fairmount Avenue

Each Federal Health Center is affiliated with a back up hospital which will provide emergency care when the center is closed.

FOR INFORMATION CALL 592-0935

Prepared by the Philadelphia Unemployment Project's Unemployment Information Center, 116 South 7th Street, Philadelphia, PA 19106. This activity is made possible in part with funds from the City of Philadelphia, Office of Housing and Community Development.

Updated, 10/15/93 Labor Donated

TEMPLE UNIVERSITY

WORKSHOPS FOR THE UNEMPLOYED

Resume Writing and Job Search Techniques

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Prepared by Jewish Employment and Vocational Service
Center for Career Services
September, 1993

RESUME WRITING

TYPES OF RESUMES

There are three formats:

1. **Chronological**

   - Most common and accepted.
   - Contains summary of work history, education, community affiliations and interests.
   - Lists the most recent job first.
   - Education - including dates of graduation from vocational, technical and college programs.
   - Affiliations with professional organizations.
   - Personal Interests.

2. **Combination Chronological and Accomplishments**

   - Includes a profile of a career history.
   - Summarized selected accomplishments.
   - Preferably used with people who have had jobs that offered opportunity for concrete and measurable individual achievements.
   - Work history with dates and job descriptions.
   - Education and dates of graduation.
   - Affiliations and organizations.
   - Interests

3. **Functional Resume**

   - Focuses on specific skills and abilities.
   - Used primarily for career changers who are trying to transfer their skills to a new area.
   - Hide gaps in work history.
   - Should indicate work history.

HOW TO WRITE THE CHRONOLOGICAL RESUME

1. Begin with a summary of qualifications; three or four sentences about your work history.

2. Start with present or most recent position and work backward, with most space devoted to recent employment.

3. Detail only the last four or five positions or employment covering the last ten or so years. Summarize earlier positions unless relevant to the position you are seeking.

4. Use year designations, not month and day. Greater detail can be given in the interview or application.

5. List 2 - 4 major position changes. List the most recent first.

6. Do not repeat details that are common to several positions.

7. Within each position listed stress the major accomplishments and responsibilities that demonstrate your full competency to do the job. Once the most significant aspects of your work are clear, it is generally not necessary to include lesser achievements, as they will be assumed by employers.

8. Keep your next job target in mind, and as you describe prior positions and accomplishments emphasize those that are most related to your next move up.

9. Education is not included in chronological order. If is is within the past five years, it should go at the top of the resume. If earlier that that, at the bottom. (This is not a hard and fast rule, however, and you can follow your own instincts whether to emphasize work or education.)

10. No more than two pages.

HOW TO WRITE THE FUNCTIONAL RESUME

1. Use four or five separate paragraphs or sections, each on headlining a particular area of expertise or involvement such as communications, management and administration.

2. List the functional paragraphs in order of importance, with the area most related to your present job target at the top and containing slightly more information.

3. Within each functional area stress the most directly related accomplishments or resules you have produced or the most powerful abilities.

4. Know that you can include any relevant accomplishment without necessarily identifying which employment or nonemployment situation it was connected to.

RESUME WRITING TIPS

- Keep sentences and paragraphs short.
- Use indented and bulleted statements.
- Use simple terminology rather than jargon.
- Have someone with good English skills check for spelling, grammar, and punctuation.
- Use action verbs.
- Put strongest statement on top, working downward from there.
- Avoid self serving evaluations.
- Use quantities, amounts, dollars when they enhance the description of what you did.
- Include community affiliations.
- Include honors and awards.
- Technical skills, i.e., DOS, WordPerfect, etc.
- Add new accomplishments as you experience them.
- Keep your resume from one to two pages.
- Laser print.
- Be specific about company names, titles, and accomplishments.

WHAT EMPLOYERS LOOK FOR

- Format
- Content
- Presentation
- Clarity
- Classified advertisements generate 200 - 1,000 responses. A resume is read in 35 seconds.

MOST FREQUENT MISTAKES ON RESUMES

1. Overstating the case, i.e. "The most"..."Superior"
2. Education given in the wrong order
3. Misspelling
4. Putting one accomplishment down titled "Selected Accomplishment" and drawing attention to the fact there is only one
5. Using the personal pronouns "I"..."We"...and "My"
6. Accomplishments that are fairly routine functions
7. Responsibilities that leave nothing to the imagination
8. Over use of "progressively responsible"
9. Long drawn out objectives
10. Stating the reasons why a person terminated his/her position
11. Too may bullets
12. Having accomplishments under one job only
13. Questionable hobbies or memberships, i.e. Democratic Party
14. Changing tenses of verbs from sentence to sentence
15. Reference to race, sex, religion or divorce.
16. Abbreviations, shoptalk and jargon.
17. Messy typing, white outs. **Neatness is a must!** .
18. Enclosing your picture.
19. Age or date of birth.
20. Gimmicks and "cutesy" phrases.

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SAMPLE LIST OF PERSONAL POWER WORDS

Go down the list and check those you feel could be used in sentences and paragraphs to describe your accomplishments.

Created
Instructed
Reduced (losses)
Negotiated
Planned
Sold
Completed
Designed
Consulted
Evaluated
Calculated
Identified
Performed
Construction
Controlled

Dispensed
Formulated
Improved
Tested
Protected
Obtained
Programmed
Rendered
Instructed
Counseled
Received
Built
Detected
Selected
Logged
Recommended
Distributed
Arranged
Disproved
Developed
Edited
Acquired

Wrote
Analyzed
Produced
Conducted
Delivered
Found
Assisted
Leveraged
Increased
Trained
Supplied
Maintained
Administered
Advised
Restored

Criticized
Realized
Rewarded
Purchased
Oversaw
Installed
Routed
Corresponded
Audited
Coordinated
Researched
Implemented
Presented
Instituted
Directed
Managed
Eliminated
Provided
Solved
Determined
Collected

Referred
Served
Compounded
Networked
Observed
Studied
Improved
Consolidated
Ordered
Invented
Diagnosed
Examined
Lectured
Processed
Reviewed

Translated
Prescribed
Charted
Represented
Promoted
Recorded
Operated
Supervised
Drew up
Organized
Strategized
Expanded
Devised
Prepared
Interpreted
Interviewed
Discovered
Conserved
Arbitrated
Assembled
Navigated

The Perfect Resume. Tom Jackson.

BEST COPY AVAILABLE

SAMPLE RESUMES

CHRONOLOGICAL RESUME

JOAN CHASAN
814 Tyson Road
Philadelphia, PA 19123
(215) 532-8991

OBJECTIVE: To obtain an Office Assistant or General Clerical position.

SUMMARY OF QUALIFICATIONS: Over twenty years of diversified office experience including:

- Record keeping
- Batching
- Customer Service
- Preparing correspondence
- Sorting and Distributing Mail
- Filing
- Separating and mailing bills
- Proofreading invoices
- Ensuring accuracy of transactions
- Trained in WordPerfect 5.1 and Lotus 1-2-3

PROFESSIONAL EXPERIENCE:

Price Publication Society, Philadelphia, PA (1989-1991)
Accountemps, Philadelphia, PA (1988-1989)
Order Fulfillment Clerk/Customer Service Representative
Hired as a temporary employee by Jewish Publication Society through Accountemps. Offerer permanent employment in 1989. Coded book orders, proofread invoices for accuracy; prepared transmittals; took orders and answered customer inquiries over the telephone. Prepared cost breakdown, standing orders; answered correspondence; provided authorization numbers on credit card orders.

Hospital of the University of Pennsylvania, Philadelphia, PA (1967-1988)
Billing Distribution Clerk (1978-1988)
Separated and mailed patient bills; kept inventory reports; corrected transactions; answered telephones, assisted billers.

Control Clerk (1969-1978)
Batched patient charges; corrected and resubmitted transactions; maintained log of records sent to Data Processing.

File Clerk (1967-1969)
Handled all filing responsibilities.

CHRONOLOGICAL/ACCOMPLISHMENT

RICHARD J. DOUGAN
1964 Holly Drive
Levittown, PA 19055
(215) 854-6349

ACCOMPLISHMENTS

- Over nine years experience as a union Steamfitter/Pipefitter.
- Held positions as Foreman and the job site Steward.
- Completed 4-year apprenticeship which included studies in algebra, geometry, trigonometry, chemistry, physics, and mechanical drawing.
- Ability to Fabricate, Thread, Solder, Braze and Weld pipe.
- Read and interpret blueprints and use measuring instruments.
- Experienced in HVAC and Refrigeration Installation and Service.
- Familiar with industrial and commercial construction operations.
- Excellent mathematical skills.
- Excellent communication and organizational skills.
- Proven dedication and dependability in completion of assigned projects.
- Computer skills - WordPerfect, Windows, and Microsoft programs.

EMPLOYMENT HISTORY

Steamfitter Local Union #420, Philadelphia, PA — February 1984 - Present
Steamfitter/Pipefitter Journeyman
Positions include all facets of the pipefitting industry.

EDUCATION

Steamfitter Local Union #420 Apprenticeship Training Program, Philadelphia, PA
February 1984 - February 1988
Completed 4-year program and advanced to Journeyman status.
Coursework Included: Algebra, Geometry, Trigonometry, Chemistry, Physics.

Archbishop Ryan High School, Philadelphia, PA
High School Diploma, June 1983

Additional College Courses: Introduction to Business, Small Business Management, Current Problems in Small Business Management

CHRONOLOGICAL RESUME

RITA SUMMERS
12 South 46th Street
Philadelphia, PA 19143
(215) 854-2242

SUMMARY OF QUALIFICATIONS:

Over 18 years experience in a business environment. Experience includes:

- Home Owners Insurance appraisals
- Accounts Receivable
- General Clerk responsibilities

Office skills include:

- Keyboarding at computer terminals
- Customer Service
- Knowledge of Data Base Management, DOS 5.0, Lotus 1-2-3, and WordPerfect 5.1
- Typing and filing skills
- Proficient in the use of photocopiers

EXPERIENCE:

Chubb Insurance Company, Philadelphia, PA 1974-1992
General Appraisal Clerk
- Classified types of homes for insurance policy values
- Entered data on computer
- Answered phones

Beneficial Insurance Group, Philadelphia, PA 1969-1973
File Clerk
- Organized office files
- Handled all incoming communications

Metropolitan Life Insurance, Philadelphia, PA 1969
Payment Clerk
- Collected and recorded cash payments
- Screened incoming correspondence
- Compiled/totalled daily window receipts

EDUCATION/TRAINING:

Henkels & McKoy Training Services, Philadelphia, PA 1992-1993
Data Management Application
- WordPerfect
- Lotus 1-2-3
- Data Base Management
- Dos 5.0

Palmer School of Business, Philadelphia, PA 1967-69
General Business Studies

CHRONOLOGICAL RESUME

HAROLD F. NEWTON
29 South Edgewood Street
Philadelphia, PA 19151
(215) 854-3647

SUMMARY OF QUALIFICATIONS:

Over eight years experience in shipping and receiving, distribution and inventory in a variety of settings. Experienced in customer service; ability to assist all kinds of customers.

EXPERIENCE:

Pennsylvania College of Optometry, Philadelphia, PA 1990-Present
Central Supply Clerk
- Receive and distribute shipments and special orders; maintain storeroom inventory and equipment; assist purchasing director.

Sears, Roebuck & Company, Upper Darby, PA 1988-Present
Catalog Receiver
- Receive, store, and fill merchandise from distribution. Input data to an IBM PC.

United Parcel Service (UPS), Philadelphia, PA 1988-1990
Mail Sorter
- Sorted packages and letters for shipment nationwide.

Holiday Inn Midtown, Philadelphia, PA 1987-1988
Banquet Captain
- Maintained inventory, prepared and broke-down banquet areas for various special events; assisted customers in meeting their needs.

For-G Auto Body, Philadelphia, PA 1985-1987
Owner's Assistant
- Wrote estimates, maintained inventory, ordered and picked up parts, performed automobile state inspections, repaired auto bodies.

Medical College of Pennsylvania, Philadelphia, PA 1985
Orderly
- Maintained patient areas; kept medicinal inventory; transported patients; assisted with patient needs; assisted with/performed emergency life saving procedures as necessary.

EDUCATION & TRAINING

Philadelphia Training Center, Philadelphia, PA
Certified Nursing Assistant

Temple University, Philadelphia, PA
Journalism (2 years)

Overbrook High School, Philadelphia, PA
Graduate

FUNCTIONAL RESUME

JOHN ANDERSON
421 Lolly Street
Horsham, Pennsylvania, 19002
(215) 698-5213

WORK EXPERIENCE

ADMINISTRATION Coordinated plant service activities including installation, maintenance, and repair of equipment for a 20,000 square foot data processing center. Developed maintenance schedules and handled all follow-through. Maintained perfect OSHA compliance.

MECHANICS Responsible for repairing and maintaining all mechanical aspects of a railroad coal-dumper, including bearing replacements, pump overhauls, and general machine repairs.

PIPEFITTING Made extensive steam line alterations and additions following a conversion from coal to #6 oil firing of three boilers totaling 1250 horsepower. Replaced sections of 12-inch boiler headers.

ELECTRICITY Assisted a licensed electrical contractor in installing residential and industrial services, equipment, and wiring.

STATIONARY ENGINEERING Operated and maintained four piston valve steam engines; maintained four slide valve steam engines, and two duplex feedwater pumps. Responsible for preparing equipment for insurance inspections.

WORK HISTORY

1984 - Present	ABC Technology, Inc. **Maintenance Technician**	Fairless Hills, PA
1981 - 1984	SEPTA Regional Railworks **Oiler/Maintenance Machinist**	Philadelphia, PA
1979 - 1981	Kravitz Electric Company **Electrician's Assistant**	Philadelphia, PA

EDUCATION

1983 Middlesex County Vocational School
Stationary Engineering. Blue-Seal License.

COVER LETTER FORMAT

COVER LETTER FORMAT

January 10, 1994

Ms. Joan Smith
Director of Marketing
Corporate World
1234 Main Street
Oshgosh, Wisconsin 13376

Dear Ms. Smith:

Paragraph One briefly states how you heard about the position and why you believe you should be given serious consideration. Avoid using cliches to catch the decision-makers attention.

Paragraph Two briefly highlights two or three accomplishments which demonstrates your value to the prospective employer. Specific and measurable accomplishments are the most effective. Appeal to the self-interest of the recipient - what you can do for them. Most job seekers make the fatal mistake of repeating their entire resume in the second paragraph.

Paragraph Three refers the decision-maker to your resume. Your resume will give the decision-maker valuable information to indicate your worth to that respective company.

Paragraph Four closes by reaffirming your interest in the position and company. State that you believe you are an excellent candidate and you will contact the decision-maker to schedule a convenient interview time.

Sincerely,

Your Name

Enclosure

COVER LETTER INFORMATION

Valuable Tips for Cover Letter Writing

- Be clear, concise and candid.
- Check spelling and grammar carefully.
- Type each letter individually and never send a form cover letter.
- Make sure your letter is sent to the right person. Check name, title and address.
- Communicate. In your opening line write something that is uniquely associated with the person you are corresponding.
- Be positive and assertive in your closing remarks.
- Edit your letter several times, getting rid of unnecessary words and phrases.

SAMPLE BROADCAST TARGETED LETTER

January 10, 1994

Mr. Robert Sloane
Senior Manager
SPRINT, Inc.
4 Horsham Road
Maple Glen, Pennsylvania 19052

Dear Mr. Sloane:

SPRINT, Inc. is a premier employer in the telecommunications industry and the article which recently appeared in The Philadelphia Business Journal is another example of the excellent reputation your firm possesses.

With over fifteen years experience in customer service, marketing, and collections with Bell of Pennsylvania and AT&T, I am writing to express my interest in a career position with SPRINT, Inc. My varied experiences in the telecommunication industry have allowed me to gain expertise in a wide variety of areas.

I have taken the liberty to enclose my resume which further highlights my work and educational background. I am confident that my many accomplishments in the industry would be a great asset to your staff at SPRINT, inc.

Again, let me reaffirm my strong interest in pursuing a career with SPRINT, Inc. I will contact you the week of January 17 to schedule a meeting time so that we can further discuss how my skills in telecommunications industry can best be utilized at SPRINT, Inc.

I look forward to speaking with you.

Sincerely,

Jane Smythe

Enclosure

SAMPLE CONTACT COVER LETTER

January 5, 1994

Mr. James Bell
Vice President, Human Resources
Metrophone, Incorporated
3 Valley Road
Bala Cynwyd, Pennsylvania 19115

Dear Mr. Bell:

Mr. John Anderson, Corporate Relations Manager at AT&T in Wayne, Pennsylvania recommended I contact your regarding your expansion plans for the collection department. With over eight years experience in collections and a degree in Accounting, I believe I would be an asset to your staff and Metrophone, Incorporated.

As the Assistant Manager of the Collection Department, I have consistently demonstrated the importance of revenue collection by implementing a sophisticated billing tracking system of our clients. With the assistance of our computer technical support team, I was able to reduce non-payment from clients by over 18% which resulted in the collection of $225, 000 additional revenue. AT&T has promoted me three times within the past 8 years which demonstrates my ability to be a leader within a corporation.

My enclosed resume will allow you to gain a better understanding about my contributions to AT&T and additional skills which I can contribute to your staff.

With my knowledge in collections, credit, and service I feel I could be of service to Metrophone Incorporated. I will call you the week of January 17 to schedule a time when we can talk more about this exciting challenge.

Sincerely,

Jane Smythe

Enclosure

SAMPLE COVER LETTER ANSWERING ADVERTISEMENT

January 12, 1994

Ms. Marge Ferrick
Vice President of Finance
Girard Communications, Inc.
Jim Leeds Roads
Pomona, New Jersey 07528

Dear Ms. Ferrick:

I wish to express my strong interest in the **Manager of Billing Services** position which recently appeared in The Philadelphia Inquirer on January 10, 1994. With over 10 years experience in corporate finance coupled with a Master's of Business Administration degree, I believe I am well suited for this position.

For the past six years, I have provided the necessary leadership in supervising a staff of seven. Under my direction, I increased the efficiency of our billing process by 22%. My supervisory style encourages staff participation which resulted in my staff developing a state of the art billing system. The combination of technical and interpersonal skills are indeed difficult to find in one person and my numerous accomplishments can be attributed to these two very important competency areas.

Enclosed please find my resume which further discusses my work and educational background.

I wish to reaffirm my strong interest in the Manager of Billing Services position. I will contact you the week of January 22 to schedule a mutually convenient time when we can further discuss this exciting opportunity.

Thank you for your consideration and I look forward to speaking with you.

Sincerely,

Jane Smythe

Enclosure

JOB SEARCH TECHNIQUES

UNCOVERING THE JOB MARKET

Rationale

To identify organizations and individuals of interest to you.

To systematically accumulate information in order to develop a logical approach to places where you would like to work.

To help design a plan that will help you to obtain your specific objective as well as a format for planning that will be useful in may ventures throughout your life.

To maintain the momentum when you job search is at a dead end.

To lead to a stimulating, challenging, satisfying, and financially rewarding career.

Remember

Jobs are always available because:

Regardless of prevailing economic conditions, good jobs are always available.

The average turnover in the private sector of Pennsylvania is 40%.

People retire, get sick, change jobs within the company, or change jobs and leave the company.

Companies expand, shift directions, and develop new contracts.

Businesses are rarely as efficient and effective in filling potential or actual openings as you believe them to be.

Job Plan

Step I

1. Make a weekly chart and note activities that you plan to carry out in conducting you research.

   Example: Phone calls, clipping articles, research at library, reading books on field of interest, interviews, writing letters.

2. Establish specific blocks of time during the week when you will pursue your job plan.

3. Use the "Swiss Cheese" approach. Fill up every "hole" you see. Every spare moment should be utilized to look up phone numbers; check newspapers for blurbs about companies' activities and personnel changes.

Step II

1. Use the 20 copies (enclosed) of the Potential Job Target Form.

2. Select 20 sources from your Resource List.

3. Put the name of one of the sources on each of the Potential Job Target Forms.

4. The following is a list of **Philadelphia Resources** that can be used in researching companies in the Philadelphia area. Each **Resource Book** can be located at your local library or the Main Library of Philadelphia on Logan Square:

   - Greater Philadelphia Chamber of Commerce Directory - 1994
   - Associations of the Delaware Valley Directory - 1994
   - The Harris Directory - 1994
   - The Dalton Directory - 1994
   - Philadelphia Business Journal - Weekly Business Publication
   - Who's Who in the Delaware Valley - 1993
   - Philadelphia Job Bank - 1994
   - The Job Seekers Guide to the Delaware Valley - 1993
   - The Philadelphia Inquirer, Monday's edition - Business Section
   - Philadelphia Cultural Alliance Job Bank
   - Wharton Export Network Directory
   - Philadelphia International Trade Directory

5. **Job Hot Line Numbers**

   - Hospital of the University of Pennsylvania - 662-2999
   - Presbyterian University - 662-8222
   - Lankenau Hospital - 645-8008
   - Delaware County Memorial Hospital - 284-8592
   - PNC Bank - 1-800-PNC-3100
   - CoreState Bank - 973-3100 973-4556 - Push Button No. 1
   - Drexel University - 895-1834
   - WHYY - 351-0528
   - University of Pennsylvania - 898-JOBS
   - Adams Mark Hotel - 581-5074

MASTER TARGET LIST

NAME AND COMPANY	PHONE	COMMENTS

PERSONAL CONTACTS LIST

LEADERS

NAME AND TELEPHONE

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

EDUCATORS

NAME AND TELEPHONE

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

FRIENDS

NAME AND TELEPHONE

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

CO-WORKERS

NAME AND TELEPHONE

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

NAMES FROM YOUR CONTACT FILES

NAME AND TELEPHONE

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

RESOURCE LIST

MAGAZINES

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

BOOKS

1. _____
2. _____
3. _____
4. _____
5. _____

DIRECTORIES

1. _____
2. _____
3. _____
4. _____
5. _____

PEOPLE IN THE FIELD

Editors: Name and Telephone

1. _____

2. _____

3. _____

4. _____

5. _____

INTERVIEWING

INFORMATION INTERVIEWS

Rationale

Enables you to obtain valuable information about your field from people "in the know". People enjoy being asked for advice - it is flattering.

Validates your research.

Develops and expands you human resources network.

Helps you to develop confidence in yourself and your ability to meet people professionally.

Helps to focus on the skills you have and the skills you need to develop.

Helps you to realize the different organizational uses for your functional skills.

Puts you in control of the interview and takes the pressure off both you and the interviewer because you are not asking for a job.

Uncovers people in the organization who have the power to hire you. You just might be there at the right time!

Targeting

Go through your contact file and list the names of people you would like to interview.

Go through your target file and list the names of people, companies, or occupations that you want to approach or learn more through personal contact.

Brainstorm with friends, relatives, and classmates for additional contacts.

Contacting

A person in a position, occupation, company, or organization that is of interest to you.

A person who teaches in a field of interest to you.

A person who has achieved a measure of success whom you admire.

Preparing

Organize all you research on one particular field.

Start files on each organization and particular people within each organization that may be of help to you.

Identify one particular person to interview.

Make an appointment to see that person. Be sure to state that you are not interested in a job, but are interested in getting information about this type of work.

Let them know that you have done your homework and only want 20 minutes of their time.

Prepare a list of questions - the better the questions, the more information you will obtain.

Be sure to call the day before to confirm the appointment.

Interviewing

Have a notebook and pen easily accessible - do not start fumbling around in your purse or briefcase when you start to take notes.

Bring a copy of your resume and solicit feedback. Leave a copy of your resume with the person with whom you are meeting.

Be appropriately dressed.

Watch your time - do not overstay your welcome. if the person starts to shuffle papers, stands up, etc. it is time to go.

Be concise, do not ramble and tell your life story.

Be sure to thank the person you are interviewing for the time spent with you. Do not overlook the secretary either, s/he can be a valuable contact.

Following Up

Send a thank you letter, and be sure to include your name, address, and phone number.

Record the interviewer's name, title, information obtained and, additional contact people, suggestions, date of interview, and the date of your "thank you" note.

Contact them again if you have had some successes as a direct result of the interview.

Be sure to contact the people suggested at the interview.

Relax

It is perfectly legitimate and reasonable for you to be there. Do not apologize for taking up the person's time. If they did not want to see you, they would not have made the appointment. You are there to learn if this is the field for you and whether you have skills that can be used in this occupation. You have the right to screen employers and decide if you could be effective and happy in this occupation. Success will breed success. The interviews will get better and easier as you do more of them.

Sample Networking Questions

1. What sort of companies do you think would be interested in experience and skills like mine?

2. What general trends do you see in the industry?

3. Do you feel I would have a better opportunity with a small or large company?

4. What do you like most about your job in this industry? What do you not like about your job?

5. Are there particular companies that are leaders in this field? What is your educational background?

6. How can I find more information about job opportunities for someone like myself?

Sample Information Interview Questions for Career Changers:

1. How did you get into this field or obtain you job?

2. What are the most interesting aspects of your job?

3. What are the salary ranges for various levels in this field?

4. Is there demand for people in this field?

5. What journals, business magazines, or organizations would give me more information about this field?

6. What types of training do companies give to people entering this field?

7. Do you see the jobs in this field changing over the next ten years?

8. What are the basic requisites for this field?

9. Are there names of two other individuals in this field you could refer me to call?

10. Are there any other types of industries that might be interested in someone like me?

TELEPHONE APPROACH

Be prepared

1. Plan your call in advance.
2. Write script of

   Who are you
   Why are you calling
   Be clear when you are asking questions
   Listen carefully

3. Sit straight when you are calling. Your words will sound clearer, therefore you will create a stronger impression of alertness and interest.
4. Be polite and do not be afraid to ask for help.
5. End the call with a clear understanding of who will take the next step - (ask for information as an appointment.)
6. If the call does not go as planned, KEEP CONTROL. Always close the call courteously. It is important that you do not burn your bridges, regardless of what happens during your conversation.
7. If you cannot reach someone after three calls, send a brief note that states that you have tried to call several times and would appreciate a call back at their convenience. **Be sure to include your phone number.**
8. Befriend the secretary - try to enlist her help. Ask how she would like to be addressed ("Ms., Mrs., or Miss")
9. If you cannot get through to your contact person, call before 9:00 am or after 5:00 pm.
10. Remember - your goal is to get an interview.

POTENTIAL JOB TARGET

EMPLOYERS	ADDRESS	PHONE	CONTACTS

INTERVIEWING

Background

The interviewer is not only looking for hard facts about you (that kind of information is in your resume), but is looking for additional information about how you handle and present yourself. Are you enthusiastic? Is there chemistry between you and the staff? Will you fit in?

Be concise in your answers, not monosyllabic. You will have done your homework and know the subject - YOU - thoroughly. Speak of your accomplishments in positive terms. Do not put yourself down! Use "names" only if it is appropriate.

The interviewer will explore with you your qualifications, education, career goals, ability and potential, motivations and attitudes, adaptability, and achievements to date.

You Must

Understand the purpose and importance of the job interview in the hiring process.

Learn how to prepare for an interview - know yourself, know the company.

Learn what to expect in a typical job interview.

Determine what will make the best impression; consider appropriate attire.

Meet with the right person - the one who has the power to hire you.

Sample Questions Asked by Employers

Tell me what you did at .....

What has been your greatest success to date?

What would your ideal job be?

Why are you applying to this firm? What about it appeals to you?

Why did you choose this particular field of work? What are your career objectives? Do you have a career plan?

In what type of working atmosphere do you feel most productive?

What factors have contributed most to your development to date?

What are your strengths? What are your weaknesses?

Why are you currently out of work?

Why are you looking to leave you present position?

What did you think of your former boss?

How have you helped in reducing costs?

Questions about key phrases in your resume.

Interviewer presents a situational question - How to describe a management problem.

INTERVIEW QUESTIONS YOU SHOULD ASK

Well placed questions are an indication of interests and motivation. This will help you to collect and organize you information to properly evaluate the position and company.

1. What are the specific responsibilities of this job?
2. Are there changes that are happening within the organization that I need to know?
3. Why is the position open?
4. To whom do I report?
5. What are your plans for the future? (Consolidating or Expanding)
6. Does the company sponsor professional development seminars?
7. Describe the performance review and salary increase process.
8. What opportunities are there for advancement?

AFTER THE INTERVIEW

BE SURE

1. To make notes - good and negative points.
2. To write down names of individuals with whom you met.
3. Reflect on how you would change the interview.
4. Write a thank you note within 24 hours on plain business note paper. Review the interview and express how you can be a productive employee.

SAMPLE THANK YOU FOR INTERVIEW

January 5, 1994

Ms. Marge Ferrick
Vice President of Finance
Girard Communications, Inc.
Jim Leeds Road
Pomona, New Jersey 07528

Ms. Marge Ferrick:

A brief not of thanks to you and your staff for meeting with me to discuss the Manager of Billing Services position.

Girard Communications, Inc. billing operation was very impressive. You had indicated to me that over the past three years, Girard Communications, Inc. has purchased state of the art technology which has allowed your firm to increase billing collections by over 28%. This statistic is especially significant when you consider that the national rate for billing collections has actually decreased by 14%. Girard Communications, Inc. is clearly on the cutting edge!

With many years of experience in billing, I believe I can play an important role in your organization. Over the past ten years in business operations and billing, I have consistently demonstrated my ability to increase billing collections and operations efficiency.

On a personal note, I thoroughly enjoyed becoming better acquainted with you and your staff. I am confident that I would very much "fit" into the corporate culture of Girard Communications, Inc.

Again, thank you for an informative interview and I continue to be very interested in becoming a part of your staff as the Manager of Billing Services at Girard Communications, Inc.

I look forward to hearing from you.

Sincerely,

Jane Smythe

Negative Factors Evaluated During the Employment Interview Which Frequently Lead to Rejection of Applicant

Poor Personal Appearance

Overbearing - Overaggressive - Conceited - Attitude of Superiority - Know-it-all

Inability to express oneself clearly - poor voice, diction, grammar

Lack of planning for career - no purpose or goals

Lack of interest and enthusiasm - passive, indifferent

Lack of confidence and poise - nervousness, ill-at-ease

Overemphasis on money - interest only in best dollar offer

Makes excuses - evasiveness, hedges on unfavorable factors in record

Lack of tact

Lack of maturity

Lack of courtesy - ill-mannered

Condemnation of past employers

Lack of social understanding

Indecision

Merely shopping around

Little sense of humor

Lack of knowledge of field of specialization

No interest in company or in industry

Emphasis on whom she/he knows

Cynical

Inability to take criticism

Asks no questions about the job

High pressure type

Indefinite response to questions

PERSONAL APPEARANCE

As important as it is to have a neat, typed resume it is equally essential to wear neat clean appropriate clothing when going on an interview. Be comfortable with your appearance and aware of the impact it will have on the interviewer.

DO

Wear a clean, pressed, white shirt with a conservative tie. Preferably wear a pinstripe, navy, or gray suit, depending on the company. Be sure shoes are shined and repaired and wear matching socks.

Women should wear a dress or suit, knee length with conservative jewelry. Suit or dress should be well-pressed. Try not to wear linen in the summer, because it creases terribly. Wear medium pumps and neutral hose. Wear light makeup and light perfume.

Have hair neatly combed.

DON'T

Come dressed in blue jeans.

Come with shopping bags.

Wear loud colors.

Wear spiked or open shoes.

WINNING THE SALARY GAME

WINNING THE SALARY GAME*

Background

Negotiating is an important part of the job hunting process. Negotiating involves prior assessment of risks and a personal evaluation of your work skills. Coordinate this information with your estimation of your salary requirements, and you have a negotiating range! Now remember, too, that the employer has parameters to his/her range. You must have an idea of this range in order to negotiate properly. Also, in negotiating, take benefits into account - they translate into money.

Specific Strategies and Techniques

Assess your skills and accomplishments so that they can be presented in an organized and clear way. Demonstrate your skills by highlighting specific accomplishments. This process will build your self-confidence.

Know what you want to achieve and never lose sight of your goal. **Research salaries** in your area. Be well informed about the position and the company.

Sharpen your interpersonal communication skills. Keep your goal clearly in mind and be pleasantly persistent. Do not be manipulated into solving the employers problems about other people's salaries or the economy in general. Acknowledge their dilemma and bridge your skills to their needs. Ask effective questions; ones that are open-ended and show your interest and informed background.

Learn to listen and respond to what is said. Answer the question only after you are sure you understand it. Eliminate **excess chatter**. By listening, you learn and uncover the needs of the individual company. Then you know which of your skills to highlight.

Silence is golden. Sometimes saying nothing is the best response to an inappropriate question or inadequate salary figure. Chances are the person will break the silence by asking a different question or raising the figure. By not responding you allow the interviewer to "save face."

Delay talking about salary in the interview until you have a firm job offer. If the employer brings it up too soon, deflect it by saying you want to know more about the company, job, potential for growth, advancement. It shows you are interested in the position and company, not just the paycheck. It also gives you time to pick up additional clues about company needs.

If you know the salary range for the position, name a figure a little above the top figure - higher than what you are willing to settle for. Who knows, you may get it. If not, it leaves you both room to negotiate. Be slow to make concessions. Keep your goal in mind. Break figures down; speak in terms of being only $50 a week apart, rather than $2,600 a year. Do not forget to discuss additional benefits once compensation has been settled.

Total Compensation

Discuss benefits after cash compensation has been discussed. Use the following benefits as a checklist:

1. Life & Health Insurance
2. Profit Sharing
3. Stock Options
4. Sick Leave
5. Vacations
6. Retirement
7. Club Membership
8. Education

Remember, employers are rarely experienced negotiators. If you do not know the range ask for it. It may be higher than you thought, so do not lock yourself in too low. You can never average up once you've stated your requirements. By leaving room to negotiate, the employer will feel good in bringing you down from the original position and you'll feel good because you got what you wanted.

Put the agreement in writing in the form of a follow-up letter. Once employed, do not wait around to be noticed and rewarded.

*Excerpted from: Chastin, Sherry. Winning the Salary Game: Salary Negotiations for Women. John Wiley & Sons, Inc. N.Y. 1980

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